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ABSTRACT

A study examined different teaching styles to determine which was more beneficial to a kindergartner. The study was conducted through the first marking quarter of the school year. Subjects were 24 kindergartners in a suburban, middle class community within the New York City School District. Students were divided into three sample groups meeting in the afternoon just before center time. Samples received math materials, including abacus, dominoes, and Cuisennaire Rods and crayons, to use in completing an activity sheet; a different method of instruction and/or help was employed for each group. Groups were also given magazines to use for clippings from which to construct pictorial grocery shopping lists on construction paper. Role playing, using a book to re-enact, was another activity which was done with each sample individually. Results indicated that samples 1 and 3, both using a measure of cooperative learning, produced results which were not different from each other, but were significantly better than those of sample 2. Findings suggest that cooperative learning procedures have a strong effect in combination with other procedures on math learning. (Contains 7 tables of data; related research, 16 references, and a data sheet are appended.) (CR)

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ED 405 571

The Effect of Different Teaching Styles on the Reading Comprehension Levels of a Kindergartener.

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In partial fulfillment of the requirements for the degree of Master of Arts.

Kean College of New Jersey
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Abstract

A study to determine which learning style was more beneficial to a kindergartener was conducted during the first marking quarter of the school year. The participants were twenty-four kindergarteners in a suburban, middle class community within the New York City School District. The students were asked to participate during their center time in a variety of activities. The three samples each received different instructions and/or help with the given assignments. There were significant differences found among the measures used.

Acknowledgement

The conclusion of this paper calls for the acknowledgement of the patience, explanation and honest opinions given by Dr. A. Mazurkiewicz. I would also like to thank the many librarians from all around the local libraries that patiently sat with me in my effort to use the ERIC system.

Dedication

Whoever started the old cliche', " parents know best", certainly knew what they were talking about:

This paper is dedicated to you, my parents, Ellen and John, without whom I never would have started this Masters' endeavor. Little did I know that it would become a requirement for my career. Your support and encouragement gave me my strength as I began to weaken. I love you both very much. Special thanks to Michelle and Christine ---just because.

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So many teachers, so many students, so many teaching styles...does all of this variety have a direct impact on learning? With thirty plus students per class often times teachers do not adhere to traditional teaching methods such as directed teaching. If left to discover things on his/her own will the student succeed or become frustrated and not continue to search for the "answer" ? For some students, a little bit of guidance may go a long way in the spectrum of learning, but for others, those directions go in one ear and right out the other.

Not all believe that teaching styles have an effect, either positive or negative, on learning capacity. Some feel strongly that there will be no significant difference in the students learning capacities. Yet results suggested that intervention delivered by kindergarten teachers can be an effective way to improve the literacy outcomes of children (O'Connor and Notari-Syverson, 1995). The job of the kindergarten teacher is to help each child continue developing as a reader and a writer (Fisher, 1991). The underlying goal is for the student to be well rounded in general, including well developed social skills.

Students who are poor readers tend to have certain learning style characteristics in common (Wallace, 1995). According to Ollila and Mayfield (1992), a child who has had the opportunity to observe first hand the value of reading and writing is better prepared for literacy experiences in school. With todays growing population the increase in enrollment within the public schools continues to grow rapidly. With thirty plus students per class often times teachers do not adhere to traditional teaching methods such as directed teaching. Does this have any effect on a students' learning capability? If left to discover things on his/her own will the student succeed or become frustrated and not continue to search for the "answer"?

Hypothesis:

To help answer these questions, it was hypothesized for purpose and this study that there would be no significant differences in the mean kindergarten reading comprehension scores as measured by their ability to utilize cuisennairre rods, abacus, dominoes, and role-playing in the first marking quarter of the school year between the following samples:

1). teacher guided and independent study (including hands-on and cooperative learning samples).

2). teacher guided and discussion (not including hands-on and cooperative samples).

3). self discovery without teacher guidance (not including hands-on, but including independently initiated cooperative samples).

Procedures :

Dividing a classroom of twenty-five students for an extended study took a great deal of thought. A lot of variables needed to be taken into consideration, such as the children's relationship with one another, their developing work habits, their skills and styles to offer others. Using a random selection procedure, three samples that were needed were formed and assigned randomly to the different treatments.

I had three samples that needed to be formed.

1. Teacher guided and independent study (including hands-on and cooperative learning samples).

2. Teacher guided and discussion (not including hands-on and cooperative samples).

3. Self-discovery without teacher guidance(not including hands-on but including independently initiated cooperative samples).

It was found that the best time to break into samples was in the afternoon just before center time. This way the children knew they had something to work for. The better they were for "sample time", as we named it, the more freedom of choice they would receive for center time.

The center areas were used as a starting point for sample time. This was the base the children went to when I said to break into samples. At first they were divided into samples and encouraged to do a group activity (a math thought puzzle). This took place on the first actual day of "samples" so nothing was observed for record that day.

Initially, the main method of gaining information was by "kidwatching" (Goodman, 1985). Each sample was set up as allowed and the researcher would sit with legal pad and pen and just write what was seen. For the first three days the researcher did this without making record of anything. This was to allow an adjustment period. Kindergarteners get antsy when their routine changes and they tend to show-off when they know that they are being watched. The transition went smoothly over-all.

After a few days of the children playing with Cuisennaire Rods with no guidelines, they were distributed into the samples. Sample one received four packages of Cuisennaire Rods for the eight children in the group to work with. The limited number was aimed to spark cooperative groups. They were instructed to pair up, but told that the pairs could work together, there were no limits put on their communication, (as a class they were already familiar with these instructions). Sample two received one package per student and sample three received five packages for the nine members. (Sample three had nine members for one week, then decreased to eight due to transfer out of the district). Obviously the amount of packages distributed varied due to the type of sample. (cooperative-vs.-non-cooperative). The samples received an activity sheet to be completed through the use of the Cuisennaire Rods and crayons. Sample one and two were given complete oral directions while sample three was sent off to work independently. Sample one was left on the floor area to work together and discuss what they were trying to solve. Sample two was instructed and left alone, leaving them the option for

discussion or not and sample three was told to do this at their desks as a silent activity.

The above activities were performed numerous times and with the following math materials: abacus, dominoes, Cuisennaire Rods.

Results:

As can be seen in table I, there was a difference between the means of the

Table I

Ratio correct using manipulatives with corresponding worksheet

Sample I and II	Mean	SD	t
Experimental I	87.0583	15.9767	2.04
Control II	74.6917	25.1043	

Sig <.05

samples' achievement at the conclusion of the study and this difference was statistically significant below the .05 level.

Another activity which was observed during "sample time" involved the distribution of a variety of magazines. Simple overall instructions were given to all samples. They were to cut out pictures and glue them onto the large piece of construction paper. The pictures were to depict a grocery shopping list that they would like for someone to purchase for them.

The children sat with their samples and worked diligently on the task at hand. Sample one used one large sheet of construction paper for gluing, sample two had individual sheets of paper, and sample three had the option. A pile of individual sheets and one large one were placed on the desks for them to choose.

It was observed in table II that, the samples ability and level of completion of

Table II
Creation of an imaginary visual shopping list

sample one:	grouped well, they used crayons, markers and art supplies for a background scene, established balanced food groups.
sample two:	scattered, plain, no description. Very largely populated with junk food.
sample three:	placed awkwardly on paper. Non-descriptive, but the requests of teacher were met.

the assigned activity varied to a large degree.

Table III indicates that there was no difference between the means of the

Table III
Mean, Standard Deviation and T scores for visually created shopping list.

Sample I and III	Mean	SD	t
Experimental I	87.0583	15.9767	1.55
Control III	78.6958	20.9744	

NS
samples' achievement at the conclusion of the study.

Role Playing

This was done with each sample individually. Because of the age and educational background of the children, they required educational assistance in everything that they do anyway. Over a period of three days, during the students' regular center/play time, each sample spent one day working and role playing with the researcher. Previous to the start of role playing, during the morning circle time, the big book Mrs. Wishy Washy, by Joy Cowley was read to them. The book was

discussed and the illustrations were analyzed. During centers on that day, regular sized copies were put out for the children to read on their own. During the afternoon circle the next day the class helper re-read Mrs. Wishy Washy.

Each child had a part in the role playing. Our sample goal was to re-enact the book as closely as possible to the actual story. The audience was all of the fifth grade monitors from our kindergarten wing.

Evaluation:

Sample one: smooth rendition, knew the part to play, and knew their parts very well. Their acting was suiting to the lines and their motions were very creative. Performed the skit three times so that they could each try new parts. They were very proud of their own work. Appeared to be a truly positive experience. They were solely responsible for picking what part they wanted to play and how they were going to act it out.

Sample two: sample was told what to wear, how to stand and what to say. Did not vary from their part, but was a copy of what was witnessed sample one doing to assure continuity for evaluation. Skit was entertaining but very monotonous, children's level of esteem was not high. Self satisfaction was not very apparent.

Sample three: sample was given the props. For approximately ten minutes they observed as they sorted, fussed, and planned. The only directions given were, "be ready to act out Mrs. Wishy Washy. Here are some props that you may use. Be fair, don't argue, and there will be an audience."

The group was hesitant at first but warmed up to the idea of acting. They allowed the audience to get the main idea of Mrs. Wishy Washy with their own

ideas added. On one side this was very creative and entertaining after sitting through all of the other renditions of the book. Yet on the other side, it truly wasn't a repetition of Mrs. Wishy Washy, which was what the assignment asked for.

As can be seen in Table IV, there was no differnce between the means of the

Table IV

Mean, Standard Deviation and t scores for student shopping list

Samples II and III	Mean	SD	t
Experimental II	74.6917	25.1043	-0.59
Control III	78.6583	21.0270	

NS

samples' achievement at the conclusion of the study.

Math-Chapter Test from the book

For some, the whole concept of this was traumatic because it was their first real test. Again for instruction purposes, the three samples were separated. At the same time, we split into our samples. Two monitors were used as well as the researcher. They had printed directions to follow word for word to insure all were given the same directions.

The researcher worked with sample one because of the guaranteed teacher-student interaction, but also wandered amongst the other samples and gave input where needed, when allowed. This chapter test was basically a review of everything that we had done to date. We had actually completed the next three lessons as well, so, for the most part everybody was capable of success on this test. Some would need help and others would be bored (typical in a whole group instruction kindergarten class).

Evaluation:

The evaluation of this test was interesting. It was noticed that the numbers correct did not stay constant sample to sample. It tested their overall ability. True, some students were helped a great deal by both the teacher input and the input of their cooperative groups. Yet a few students in the non-cooperative, non-teacher instructed samples, scored better than anyone in the samples that received help and guidance. Overall, the groups faired well, they knew their math. However, it was noted that the samples that had explanations had what appears to have been a higher level of confidence and self worth.

As can be seen in Table V, there was a difference between the means of the

Table V

Results of students math chapter test between samples I and II

	Mean	SD	t
SampleI	85.00	16.04	2.21
Sample II	65.00	20.00	

Sig <.01

samples' achievement at the conclusion of the study and this difference was statistically significant below the .01 level.

As observed in Table VI, there was no significant difference between the

Table VI

Results of students math chapter test results between samples I and III

	Mean	SD	t
Sample I	85.00	16.00	.37
Sample III	82.50	10.35	

NS

means of the samples' achievement at the conclusion of the study.

It was apparent in Table VII, there was a difference between the means of

Table VII

Results of students math chapter test between samples II and III

	Mean	SD	t
Sample II	52.50	26.59	2.97
Sample III	82.50	10.35	

Sig < .01

the samples' achievement at the conclusion of the study and this difference was statistically significant below the .01 level.

Conclusions:

The results of the study permit rejection of the hypothesis that there would be no significant difference in the reading comprehension scores of the samples when taught differently. The students levels of learning varied from sample to sample depending upon the type of activity assigned. The various teaching styles required differing levels of instruction based upon the requirements in addition to the skills needed. The sample receiving teacher guidance and independent study using cooperative learning and hands-on activity produced significantly better scores on most of the informal measures used. Samples one and three, both of which used a measure of cooperative learning, produced results which were not different from each other but significantly better than that of sample two. It would appear that cooperative learning procedures have a strong effect in combination with other procedures on math learning. Further studies should attempt to isolate each strategy for learning to determine the relative effects of each.

Learning Styles and Comprehension : Related Literature

Wouldn't it be terrific if somebody established a standard of education for parents through integration of all learning methods? Roslyn Don and Joanna Carty created a family literacy curriculum in 1993 that appears to have opened the doors to increase parental involvement in their students education. The manual is broken down into five units, one being a hands-on learning unit. Focusing on this unit, it includes valuable information such as staff-assisted station cards and independent station cards. This unit involves a variety of teaching styles.

Comprehension is a difficult thing to develop. Yet with practice, encouragement and proper guidance the task is quite conquerable. Jana M. Mason conducted a study that examined how experienced kindergarten teachers read a story, an informational text, and a picture-phrase text to their students. In her technical report entitled, "Fostering Comprehension by Reading Books to Kindergarten Children". Mason describes the analyses of the teachers sampling of readings. Analyses showed that the teachers read a story in much the same way that parents read to their children at home, "encouraging discussion through comments and questions, adding information before reading and recapping important ideas after reading" (Mason, 1988). This study emulates a teacher guided reading group. Together through discussion and questioning satisfactory level of comprehension was achieved "Ladders to literacy : The Effects of Teacher-Led Phonological Activities for Kindergarten Children with and without Disabilities is the report of another study conducted by Rollanda O'Connor and Angela Notari-Syverson (1995). Together these women studied activities which required the teachers intervention and participation. The activities performed were phonological yet proved to have a direct impact on overall student comprehension. Results suggested that "intervention delivered by kindergarten teachers can be an effective way to improve the literacy outcomes of children with a broad range of abilities.

O'Connor and Notari-Syverson bring up a puzzling factor in this study. They found that their study suggests that to make large and lasting differences in "the reading trajectory of children, instruction may need to be much more intense than that delivered to large classroom groups." When a child experiencing difficulty with comprehension is trying to learn in a large group his/her success rate might not be as high as if the child was working in smaller groups. A teachers capabilities are often limited due to a large class size.

With all of this focus on teacher guided learning how does one expect a classroom to thrive independently? Elaine VanLue (1991) conducted a 12-week study that concentrated on the "improvement and development of literacy skills in the young child aiming to encourage emergent reading ability, written language development and oral expression. The variety of strategies that VanLue chose to use were phenomenally diverse. Be it large group or small group, group reading or sustained silent reading, peer tutoring or independent self-investigation the search was still for the same... literacy improvement. The assessment also took place in a variety of formats. Results indicated that students improved in literacy skills, and they were enthusiastic, self-confident, and eager to read books or any printed material available.

Perhaps VanLue's study emphasizes that it doesn't matter in what style the learning is being done. All that matters is the students' confidence and ability level to perform the task successfully. According to Virginia L. Kunkle and Nancy A. Eberhart in a kindergarten classroom teacher guidance is necessary in a corrective reading program. For the majority of a kindergarten class, most children will be dealing with a corrective reading program. the exceptions to this will be reading above level and probably be serving as a peer tutor or an in-class helper. Kunkle and Eberhart wrote a teachers' guide to aid in the presentation of this matter.

By right a situation does not present a problem until it is a direct line to cause harm in some way. Different teaching styles, in general, can be classified as a problem on the onset of any discussion. The reason for this is what is unknown. When one is talking about the learning capacity and the learning style of a student (any age) it is preferable not to be talking past tense. That would suggest that the work was already done and if necessary, extremely difficult to alter.

Different learning styles can add a spice to a classroom as long as the teacher can be sure to reach each and every student. If not, confusion can set in and disrupt the learning patterns of the student.

Some educators see kindergarten as primarily a socializing experience, allowing an adjustment period to school. Others believe that kindergarten should focus on teaching academic skills. These competing conceptions, sometimes referred to as academic versus developmental kindergarten, reflect different ideologies (Spodek, 1988). These contrasting views are being utilized throughout the educational system worldwide. The diverse background of teaching styles may influence the way a student favors learning for the years to come. The level of teacher interference in these different environments varies to such a degree that it effects learning potential as well (Mason, 1988).

In the role of an educator it becomes apparent those children in need of assistance, and those children capable of independent work. To suit the needs of all of your students at one time becomes a task. In a teacher guided situation it is possible to foster comprehension by reading books to children. A study examined how experienced kindergarten teachers read a story, an informational text, and a picture phrased text to their students (Mason, 1988). Each reading was videotaped and analyzed according to what the teacher said and did before, during, and after a book reading session. Analyses of the videotapes showed the guided procession

through reading and recapping important ideas after reading. The outcome of the reading, with the help of the teacher, proved positive and influential.

Tapping into a study conducted by O'Connor and Notari-Syverson, (1995) confirmed suggestions that intervention delivered by kindergarten teachers can be an effective way to improve literacy outcomes of children with a broad range of abilities. At the same time, this intervention can act as a guide for those students not yet capable of independent work. Here is where the most difficult concept lies... a variety of learning styles, and a variety of teaching styles---how do you choose which style and justify it for use with all of your students?

In the same study it was suggested that "classroom teachers can improve the phonological skills of their students prior to formal teaching instruction; but to make large and lasting differences in the reading trajectory of children, instruction may need to be much more intense than that delivered to large classroom groups."

Teachers desire their children to become self-motivated, self-directed, and self-regulated learners within a community of learners (Fisher, 1991). In effort to foster the onset of these behaviors as an educator, a variety of teaching styles might prevail. The level at which the child yields the most effective assessment won't necessarily be the level at which the child is being educated.

There are a variety of techniques available to use in teaching. Hands on involves any method of learning that utilizes tactile activities. This method can be either teacher guided or self-discovery. Self-discovery incorporates a student being left alone or in a group of students working cooperatively to learn from materials, information, or a particular setting. Teacher guidance obviously is any lesson or situation that the teacher guides, coaxes, or talks a student through. The most common type of teaching style is discussion, interacting orally both coaxed and uncoaxed towards a certain train of thought.

Emergent and beginning readers demonstrate many predictable behaviors in the kindergarten classroom, yet every child is making sense out of print in his or her own way. Bobbi Fishers' study (1991) "Reading and Writing in a Kindergarten Classroom" incorporated a print rich environment. This setting enabled the students the opportunity to explore, research, and use materials hands-on with and without help from the teacher. Fisher stated that she would often see a child reach for reading materials over a game or toy. "The job of the kindergarten teacher is to help each child to continue developing as a reader and writer"(1991).

If materials are usable and accessible it promotes literacy; through literacy comprehension can be developed. Once a child becomes independently literate, he/she opens a door to independent comprehension. Fisher poses her views of the need for a classroom to consist of demonstration, participation, practice/role play and performance. These areas are deemed necessary for kindergarten teachers' goal to be met, that goal being for students to become independent readers and writers for a variety of purposes.

For some, the concept of self-discovery and independence is not a choice. The underlying desire for independence is covered by a concrete groundwork that requires teachers guidance and a direct lesson to conquer.

Some people feel that at any level, kindergarten on up, teacher led activities are acceptable and necessary. It is the proper combination of them that create the healthy learning environment.

Teacher guided activities set the student in the right direction. Together they review purpose, procedure and analyze the overall assignment prior to performing the actual work. In Bonnie Millers' study (1975) "A Kindergartner Learns to Read for Meaning" she determined how influential the teachers guidance can be dealing with kindergarten children who had an excellent understanding of sound/symbol relationships but did not know how to read for meaning. The techniques chosen to

be evaluated in Millers' study were an all teacher guided approach followed by an independent activity. This approach, Miller found to be the most well rounded and yielded the best success rate. a variety of techniques was used to help the child develop reading strategies and increase confidence. These activities included: directed reading-thinking activity, student retelling of a story told to him, cloze procedure to build confidence and strengthen reading for meaning strategies, dictation, illustration, and correction of an original story by the student. These were spaced out over different weeks, and they were introduced to the student individually.

Controversially, Linda M. Meyer (1994) studied the "Effects of Reading Storybooks Aloud to Children". She presented findings that independent study and self-discovery are beneficial in terms of development of comprehension. Meyer found a negative relationship between the amount of time kindergarten and first grade teachers spent reading to their students reading achievement. The "displacement theory" (Meyer, 1994) favors students actual engagement with print. The "displacement theory" is that teachers who read the most spent the least amount of time in teaching activities that were positively correlated with reading achievement. Further information gathered from parent questionnaires about the time they spend reading to their children and the children's independent reading reveal a positive relationship between reading achievement and the time children spend engaged with print, but no relationship between reading achievement and the amount of time parents spend reading to their children.

Lynne Putnam studied "Two Philosophically Different Approaches to Reading Readiness, as they were used in Six Inner City Kindergartens" (1982). Teachers recall questions probed a great deal into the students thought processes. The positive effect of question and answers is visible throughout the study. The children also learned a great deal through reinforcement work such as workbook

pages. This would be classified as independent study. Putnam's approach detailed the day-to-day working of, and the student response to, two different approaches to reading readiness. the "traditional" approach used a one lesson/one skill format. Putnam explains that the study adopts the methodology of naturalistic observation, noting that researchers observed and recorded teachers and students for twenty-five full sessions and documented what happened during 73.8 hours of classroom time.

The effects of the teacher-pupil ratio on kindergarteners' mastery of content has been an on-going controversial issue. Helen Pate Bain and Roseanne Jacobs combined efforts in February of 1990 to know class size affected reading readiness achievement in kindergarten. They argued that class size also directly affects teaching style because of the limitations a large class may have. The ability to work freely and be sure to get a one-to-one correspondence from each and every student affects the teaching style. A teacher needs the security and knowledge that their messages are getting delivered to each and every student that they are responsible for. According to Bain and Jacobs, small classes achieved greater mastery of the materials. The study was part of Tennessee's Project STAR, a 4-year study of class size. About 2,850 students in 38 elementary schools, that served 4 types of communities: innercity, suburban, urban, and rural, in 26 Tennessee school systems participated. Basic reading skills objectives were divided into three strands: word identification skills, comprehension skills, and reference and study skills. There were three categories of classes: small, regular, or regular with full time teacher aide. Data were collected from individual or group profiles indicating mastery or nonmastery of objectives tested. Data were analyzed with five-way analysis of variance and a cross-tabulation procedure with a chi-square test of kindergarten reading readiness achievement. Small classes achieved greater mastery on 25 Basic Skills First objectives and 20 comprehension objectives, but not on 5-word identification objectives.

Coinciding with class size is time restraints. Jeanne M. Ramunda developed "A Cross-Age Reading Program: Building Fluency and Comprehension." This study was designed to examine the effectiveness of repeated reading on fluency and comprehension. A purpose was developed for rereading material. This discussional method to developing comprehension found the influence of rereading and thinking aloud to be beneficial in building fluency and comprehension. A cross-age reading program was used to give students a purpose for rereading material. The children in a second-grade classroom in a private school in suburban New Jersey were randomly assigned to two sample groups. The experimental group read to a kindergarten partner three times a week for eight weeks. The control group did puzzles or art projects with a kindergarten partner. Although data were not significant, findings suggest that repeated rereading over an extended period of time would be an effective method which could be used in basal and regular classroom instruction.

Classroom teachers have been offered a variety of examples of teaching styles. Joyce S. Choate and Thomas A. Rakes developed "The Structured Listening Activity: A Model for Improving Listening Comprehension"(1987). This model offers classroom teachers a way to use listening activities to improve students comprehension. They found that this procedure has worked well with a group of children in grades K-3.

"The Effects of Group Size on Interactive Storybook Reading" by Lesley Mandel Morrow and Jeffrey K. Smith examines childrens' comprehension of stories and their verbal interactions during storybook readings in groups of various sizes. They found that reading to children in small groups results in as much interaction as one-to-one readings and leads to greater comprehension than whole class or even one-to-one readings. These findings could be influential in the style of teaching chosen for the particular group size. Morrow and Smith found that group size

directly affects comprehension levels and therefore, is indirectly affected by teaching style. Upon request, they felt that group sizes of 8-10 were the most beneficial to the learning and interaction within the learning environment.

Judging comprehension levels isn't always a simple task. The amount of variation from one individual to another is tremendous. Dixie Lee Spiegel in "Readiness for Reading Comprehension" presents lessons designed to enhance teachers' awareness of the processes that lead to comprehension and to provide a framework within which they may develop their own lessons for comprehension awareness (Spiegel, 1983). This framework supports the concept of comprehension and allows an educator to be aware of the changing needs of a student.

"Reading and Writing Attempts by Kindergarten Children after Book Reading by Teachers" by Jana M. Mason investigates the extent to which reading to children and book type affect kindergarteners' ability to recall, write about, and read the text that their teacher has just read to them. Results showed that children were strongly affected by the type of book read to them. Picture based books affected the children a great deal. A students ability to work and read independently also was affected by the type of book. In this case, teaching style would directly be affected because picture based books can be comprehended and followed up on their own, where as narrative, expository text needed to be of a rhyming or repetitive nature to have a positive effect on independent reading.

Carol L. Peterman gathered evidence that revealed "that children's story understanding can be enhanced by story-reading procedures which draw on the children's own experiences and highlight similar experiences among the story characters" (Peterman, 1988). This work, which obviously has to be teacher guided, found story grammar elements as being the best technique.

The effect of different teaching styles on the overall comprehension of kindergartners is a very direct and narrow study. Combining all of the information

found and relating it to one another shows that research based largely on teacher guided lessons obtain a great deal of focus. Independent study, self-discovery and discussion were not in the spotlight too often.

Since this holds true throughout the literature, it leaves a wide gap in knowledge. Perhaps all styles will eventually merge together when the children all reach an independent level. If this was true, then kindergarten achievement would be deemed unnecessary and nobody would bother or care as to the learning outcome of a five year old.

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Appendix

Data for:

sample 1	cuisennairre rods	abacus	dominoes
	100	73.8	100
	86.1	86.1	100
	73.8	61.5	100
	61.5	100	100
	86.1	50	100
	100	73.8	100
	86.1	86.1	100
	100	61.5	100
sample2			
	50	73.8	100
	61.5	100	100
	36.9	50	100
	50	100	100
	73.8	50	100
	24.6	73.8	100
	50	86.1	100
	50	61.5	100
sample 3	61.5	61.5	100
	73.8	61.5	100
	50	73.8	100
	86.1	50	100
	36.9	86.1	100
	61.5	61.5	100
	61.5	100	100
	61.5	100	100

Data for math chapter test from students textbook:

100	90	70	70
100	90	70	70
100	90	70	60
100	80	70	50
100	80	70	10
100	80	70	0